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ABSTRACT

This bulletin examines wellness programs and what they mean to Oregon educators. The opening sections describe what is meant by "wellness" and trace the growth of wellness programs in Oregon to the annual Seaside Health Education Conference. To illustrate how wellness programs operate, the next two sections describe how two Oregon school districts--Jefferson County and Centennial--have applied and benefited from their wellness programs. Both these districts have used these programs to encourage employees to make personal commitments to lifestyle changes that will increase their productivity and generally improve their health. Common elements that characterize these programs are defined, including positive motivation, health awareness campaigns, behavior change programs, and insurance cost containment strategies. A variety of methods are used in wellness programs: psychological tests, individual health consultants, group programs, mass media promotions, and wellness-oriented social activities. Recent literature on wellness is cited, and useful examples of wellness activities are included in the appendix. (TE)

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Wellness Programs Promote Health in Jefferson County and Centennial School Districts

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Patrick J. O'Connor

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Preface

Employee wellness programs--promoting physical, mental, and emotional fitness--have been a part of American business and industry for over thirty years. Corporate giants, such as IBM and Kodak, have sponsored balanced wellness programs for several years. In the last ten years educational institutions have recognized the value of various wellness programs and integrated some of these beneficial concepts into their schools.

This month's Bulletin examines wellness programs and what they mean to Oregon educators. It also describes the Seaside Health Education Conference as an example of an effective model for promoting positive lifestyles. Finally, the Bulletin illustrates how two Oregon school districts have applied and benefited from their wellness programs.

This Bulletin was written by Patrick J. O'Connor, an OSSC graduate research assistant. O'Connor is a doctoral student in the Division of Educational Policy and Management at the University of Oregon.

Philip K. Piele
Executive Secretary

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Introduction

> Sound mental and physical health are essential to good learning and good living. Instruction in wellness should be a top priority in every school district. What better way to teach our young people and to set a communitywide example than by school district employees involving themselves in a program that maintains and promotes their physical and mental health. By serving as role models, they make a strong statement to their students.

In summarizing the rationale behind wellness programs in schools, George L. Benson, superintendent of the Centennial School District in Portland, Oregon, emphasizes that teachers, staff, and administrators are powerful role models for students. The Centennial district, as well as other school districts throughout Oregon, have developed and maintained wellness programs particularly suited to the needs of the students, staff, and citizens of their districts.

After describing what is meant by *wellness*, the Bulletin traces the growth of wellness programs in Oregon to the annual Seaside Health Education Conference. To illustrate how wellness programs operate, the next two chapters take a close up look at two highly successful programs in the Jefferson County and Centennial school districts. Both districts have used these programs to encourage employees to make personal commitments to lifestyle changes that will increase their productivity and generally improve their health. The Bulletin also defines the common elements that characterize these programs, including positive motivation, health awareness campaigns, behavior change programs, and insurance cost containment strategies. As will be evident, a variety of methods are used in wellness programs: psychophysical tests, individual health consultants, group programs, mass media promotions, and wellness-oriented social activities.

It is hoped that these descriptions of wellness programs will stimulate thought on establishing wellness programs in districts throughout the state and elsewhere. The information contained in this Bulletin has been obtained from personal interviews with school administrators, team leaders, and teachers. Recent

literature on wellness is also cited. Useful examples of wellness activities are included in the Appendix.

What Is "Wellness"?

Wellness is difficult to define because the concept encompasses the meeting of many different individual needs--physiological, social, emotional, and spiritual. Essentially, wellness programs promote positive steps individuals can take to improve their well being, thus increasing the prospects of living healthy and personally satisfying lives.

This proactive approach to health is somewhat analogous to the concept of "prospective medicine," as described by a joint publication of the Health Insurance Association of America, the American Council of Life Insurance, and the American Association of School Administrators: "Patients discuss with their doctor how healthy they would like to be throughout their lives. Then they map out with their doctors any changes they need to make in their lifestyles to achieve those goals." With wellness programs, however, peers as well as specialists provide the needed counsel for making healthful decisions. Nevertheless, the main intent is primarily the same: to give the individual more control in handling work, stress, and other areas of life.

The Promotion of Health

Len Tritsch, health and physical education specialist for the Oregon Department of Education and founder of the Seaside Health Education Conference, believes the term *wellness* is vague. He suggests *health promotion program* might be more acceptable to most people, for it clearly describes the intent of such a program. These programs usually contain components of nutrition, fitness, stress management, and self-responsibility. For administrators, the challenge is how to disseminate this vital information to the staff, personalize these ideas to the individuals' needs, and maintain staff members' healthy outlook over time.

The Value of Wellness Programs

One of the most tangible benefits from these programs is financial. Joanne Kalady, in "Schools Shape up with Employee Wellness," suggests that with "costs of employee health care

benefits steadily on the rise, schools are looking for ways to reduce costs without hurting benefit programs or creating new problems. This is where wellness comes in."

Fewer major claims help hold down the cost of insurance. Chris Hart, director of Self-Health for the Greater Oregon Health Company, points out that lower health insurance rates offer needed incentives to wellness programs, while providing school districts with healthier employees. The effectiveness of wellness programs in accomplishing "cost containment" is demonstrated by Greater Oregon's analysis of insurance claims by the employees of each school district in the state. The company weighs claims usage and notes the diagnoses, paying particular attention to the ratio of emergency room use to doctor visits. This information, in conjunction with other pertinent facts, is used to determine appropriate rates. Prior to the wellness program in Josephine County Unit School District, for example, group health insurance premiums increased annually between 12 and 35 percent. In the last two years, with its wellness program established, this district has had no insurance rate increases.

This projected economic benefit of wellness programs is not available to all districts, however. Some insurance companies are not able to extend premium discounts because of the present financial constraints within the group insurance industry. Many insurance companies are fighting for survival in today's economic climate. Another hinderance to realizing these economic benefits is collective bargaining, which tends to narrow the choice of insurance company to the provider with the lowest initial cost. Such a company is not likely to reward individual efforts to lower the number and amount of claims through healthful activities.

Although other benefits derived from wellness programs are more difficult to measure, they are ultimately just as important to the school district as "cost containment" and lower insurance rates. Specifically, healthier employees have lower rates of absenteeism and are more productive. Hardest to quantify is the general improvement in morale and attitude. Jack Rawls, administrative assistant to the superintendent of Josephine County Unit School District, attests that, "although we can't document participation with complete conclusive figures, we feel people are participating on a regular basis, and that these involved individuals carry this enthusiasm over to the classroom."

An independent survey by Kalady in a Topeka, Kansas, school district confirms Rawl's observation: 97 percent of participating employees enjoyed the program and felt that continued participation in wellness activities could improve their fitness attitudes and habits. Teachers were also able to pursue healthier, more satisfying lives and project a more positive role model for their students.

The Seaside Conferences: Wellspring of Wellness

The model many Oregon school districts have used for their wellness programs originated at the Seaside Health Education Conferences in Seaside, Oregon. In this small coastal town, annual coordinated health education workshops have given representatives from school districts throughout the state an intensive appreciation of the wellness philosophy. Each June, these representatives spend five days learning how to promote wellness within their school districts and develop a health education communication network that will facilitate the sharing of up-to-date health information.

"Seaside" began in 1977 as an outcome of a two-year needs assessment conducted by Len Tritsch, health education specialist for the Oregon Department of Education. The initial results from this assessment suggested that health education coordinators wanted more influence over the future trends of their discipline. They also expressed interest in creating a comprehensive health education network throughout the state and in training individuals to become health promoters within their own districts.

Growing from a registration of 152 in 1977, the Seaside Health Education Conference has grown almost seven-fold in its first decade. Seaside X--"A Decade of Wellness"--expects to have over 1,000 participants this June. Over the last nine years, a large variety of specialists as well as administrators, teachers, parents, and community members have shared their expertise in nutrition, fitness, and stress-reduction workshops. Although the theme of the conference varies from year to year, the main intent remains constant: to help individuals experience personal and professional growth through healthy lifestyle adaptations.

Funds and other resources for the Seaside conferences have come from a variety of sources. The 1985 contributors included the Oregon Department of Education; Oregon Traffic Safety Commission; Oregon Dairy Council; American Red Cross, Oregon Trail Chapter; Multnomah County Medical Auxiliary; Oregon Affiliate, American Heart Association; Oregon Association for the Advancement of Health Education (OAAHE); Oregon Division of the American Cancer Society; and U. S. Department of Agriculture, Nutrition Education and Training Program (NTEP). A majority of conference

participants are able to attend through the contributions of these sponsors; for others, their expenses are borne equally by the involved school district and the participant. The latter method of expense was suggested as being effective in encouraging staff ownership of the Seaside proceedings.

In "'Seaside'--A Model for School Health Education In-service," Judy C. Drolet and Lorraine G. Davis identify six "complementary components" of the conference's philosophy:

1. **Team Approach**: "Seaside" primarily serves as teacher inservice for educators from varied disciplines who are involved with education. However, participants also include administrators, food service personnel, school/district nurses and counselors as well as parents and community members who participate as a district team. Team meetings are scheduled during and after the conferences for planning, evaluation, and sharing impressions of the day's experiences. The team involvement is a critical component of these conferences.

2. **Future Commitments**: An "action plan" [see Appendix A] for implementing or improving some component of the health education program in each team's setting is developed. Incorporation of this plan is organized and scheduled with the specific role and obligation of each participant defined.

3. **Resources**: The conference offers keynote sessions with nationally renowned speakers from a wide variety of community agencies and small group sessions led by health educators throughout Oregon. Longer workshops of three, six, or nine hours provide in-depth, hands-on training skills for living the wellness lifestyle.

4. **Curriculum Modeling**: Workshop sessions attempt to increase conference participants' knowledge and promote positive attitudes about the dimensions of wellness. Course outlines and class activities related to wellness are shared. Innovative teaching techniques on how to integrate wellness into established curricula are also offered.

5. **Role Modeling**: Great emphasis is placed at "Seaside" on providing positive models for behavior changes. By offering examples of a healthy lifestyle, "Seaside" participants strive to motivate each other at school to follow the wellness model. The ultimate goal is that participants serve as motivating positive role models for everyone around them.

6. **Having Fun**: In addition to the professional development aspects, an observer of the "Seaside" conferences would immediately recognize that the participants are simply having fun! An effort is made by conference organizers to create a supportive environment for both work *and* play. This climate enhances the likelihood that "wellness" will be tried and ultimately incorporated into each participant's lifestyle.

Drolet and Davis undertook a five-year followup evaluation of participants at the first five Seaside conferences (1977-81) to find out whether they perceived more health-related changes than did school personnel who did not participate in the conferences. After assessing the questionnaire responses from four hundred randomly selected Oregon school personnel, Drolet and Davis concluded that Seaside effectively motivates those individuals involved in wellness programs. Further, it makes school personnel more aware of the important role models they provide for students and the community.

Drolet and Davis also point out that Seaside participants adopted better health habits as a result of the conference. The study conclusively demonstrates that attendance at successfully conducted wellness workshops can help perpetuate staff enthusiasm for living healthful lifestyles.

At least eight states across the United States have modeled conferences after the Seaside Health Education Conferences. With the growth of this particular format, there is now the potential of developing a national network for the promotion of health awareness.

Although the Seaside conferences provide information, support, and methods of implementation, the success of a wellness program depends most heavily on the manner of its integration into the local school district. Staff members of the Jefferson School District in Madras and the Centennial School District in Portland have returned to Seaside year after year to learn more about wellness and to share with other educators how they have put wellness principles into practice. The next two chapters describe the successful wellness programs in these two districts.

The Jefferson County Wellness Program

Although Jefferson County School District is located in a largely rural area in central Oregon, its composition is culturally diverse. Approximately 30 percent of the students are American Indians. Four elementary schools, one junior high school, and one senior high school serve 2,300 students and employ approximately 165 people. The citizens of Madras have demonstrated a willingness to support the local schools by participating in school activities and athletic events and by consistently supporting bond issues and budgets. In return, the community expects a lot from its schools.

Darrell Wright, superintendent of Jefferson County School District, and Carol McClelland, junior high school health education teacher and wellness team leader, gave the author a detailed account of how their Seaside-based wellness program works and how it has benefited school district employees and students, as well community members.

Staff Ownership

The wellness program in the Jefferson County School District utilizes a grassroots approach. Wright has purposely avoided implementation at the top, choosing instead to have a decentralized program instituted at the building level. This building plan approach, encouraged by the Seaside conference, has had particular success in this community. He believes that allowing staff to determine the extent and direction of their particular group encourages "invested ownership"--people feel like they are a part of this program.

To determine group and individual health goals, building teams--representing teachers, secretaries, principals, custodians, and so forth--formulate a group plan for action. (The form used to make these plans is included in Appendix A.) This plan is more than just a list of resolutions, for it takes into account positive and negative forces in achieving goals and focuses the group's attention on systematic and feasible methods of attaining desirable outcomes.

Administrative Support

The administrator's role in wellness programs is very important. Wright suggests that leaders are responsible for making sure "resources and time are available to promote and conduct wellness activities." Nevertheless, superintendents and principals walk a fine line between indifference and overinvolvement in these programs. He notes that being supportive without being directive is particularly challenging, for administrators require some form of feedback to make appropriate resources available. A basic knowledge of wellness concepts is also essential. To this end, Wright gives his administrators the option of attending the Seaside conference, so that they will be attuned to the methods employed and principles involved with these programs.

One practical method Wright finds effective in supporting wellness in the district is good role modeling. For example, Wright has taken up jogging and has placed a "50 Mile Chart" in a prominent location so that staff members can gauge miles run. In addition, none of the school district's administrators choose to smoke.

Along with supporting the program through modeling, Wright believes that cultivating an atmosphere of openness is also an effective way to promote wellness. His reasoning is that this attitude will promote collegiality among educators.

The Informal (Voluntary) Structure

A wellness program, Wright believes, should be voluntary and not based on one person's commitment, because one person cannot engender ownership of this project within the district; this ownership is essential to sustain interest over time. The Jefferson wellness program encourages ownership by basing wellness team membership not on one's job but on one's building. For example, one elementary school team could be composed of two teachers, a secretary, a principal, and two bus drivers. These team members share the same work environment and may also have similar concerns about health. Because there is no organizational distinction between members, there is less likelihood the group's performance will depend entirely on one individual.

Community Involvement

Although the wellness project has appeared several times in the Madras newspaper, the program has kept a fairly low profile. The community is aware of the program's presence. The Community Health Fair, for example, is a chance to share with the local community wellness practices. A recent fair included over one

thousand participants from the community and surrounding area. In addition, over thirty providers and community interest and service agencies had informative displays. The following summary of activities gives a vivid illustration of the high degree of community participation:

> Mountain View Hospital did glucose tests, hearing tests were done, the Seven-day Adventist Wellness Van did health assessments, the Sheriff's department did fingerprinting, Madras Medical Group ran EKG strips on interested persons. In addition, there were several informational displays including preschool readiness forms provided by the Jefferson County Health Department, dental health from local dentists, eye care by Dr. Dix, fire prevention and gun safety tips, weight and nutrition information along with healthful snacks were available. The fair was held in the Madras High School Gym from 10 a.m. to 6 p.m. A fun run was also sponsored by the Madras Sun Runners, a running club. Certificates of participation and prizes were given. A great time was had by all!

The City of Madras, also expressing interest in the program, may initiate wellness groups for city workers.

The wellness team reports to the school board every year. Last November, representatives from each team shared their particular building plan with the board. In addition, one team gave a presentation on stress reduction, while another provided nutritious snacks to the board members. Another teacher gave a presentation encouraging people to come to recreational volleyball. In this manner, the staff communicates tangible benefits of the wellness program to the community.

Administrators of some districts that have implemented wellness programs are concerned that these efforts will be perceived to be an added expense by their constituency. Because levy and bond elections are realities in education, it is necessary to consider what approach should be taken to promote wellness in the schools. Wright suggests that, even though wellness programs often maintain a low profile, "we need to speak to these criticisms." In support of these programs, he suggests that industry wellness programs have already demonstrated their worth in terms of increased productivity and worker satisfaction. In addition, the benefits to the district--in decreased absenteeism, higher "productivity," and improved morale--far surpass the minimal costs. He contends that these benefits should be pointed out to program detractors.

Wellness from a Team Leader's Perspective

Carol McClelland, a health teacher at the junior high school, has been involved with the Seaside conference since 1979. She has assumed a key role in promoting this successful program. By virtue of a grant the district received from the state of Oregon from February 1984 to July 1985, McClelland was able to devote half of her time to help establish and promote wellness training. During this time, she concentrated on staff development and program implementation. She contends that "we need good role models in education and this program helps prepare the foundations for healthy teachers and, by association, healthy students." "It doesn't mean that a person will become perfect, but will usually experience some form of personal improvement." This program provides a "place to start." Although she credits the Seaside conferences for the majority of her ideas, she also mentions Washington State's "Here's Looking at You" program as an important source.

Wellness in Madras--Defined

McClelland's definition of wellness is instructive: "It is a total concept of mental, physical, and spiritual well-being." Its main components include nutrition, exercise, outlook, and stress reduction. Exercise is especially important because much of educators' work requires them to be sedentary; an inactive lifestyle can create a variety of health problems. Wellness is a way of taking control of one's health. McClelland stresses, however, that, "without consciously planning for a wellness program, these good intentions won't take place."

According to McClelland, the Jefferson County wellness program has a threefold intent: (1) "to increase awareness of one's lifestyle through inservice, classes, special building concerns and exposure to alternative methods of coping with stress"; (2) to provide students with good wellness role models, and information and activities that will lead to a wellness lifestyle; and (3) to extend to the surrounding community health promotion ideas. To accomplish these three goals, she emphasizes that a coordinated effort by staff and administration is necessary.

The Link with "Seaside"

Because the Seaside conferences provide a series of one-year plans that are extremely flexible to meet the needs of the involved individuals, the program is well suited for adaptation. Participants are encouraged to adapt wellness principles to their particular environment. Because Seaside trains participants to become wellness leaders at the building level, essential health

concepts are reinforced by individuals known and respected within the school. In this way, the conferences promote the credibility of wellness programs. In addition, since wellness programs are established at building level, the program's benefits cross all lines of organization and thus facilitate better communication and working relationships.

In the past almost everyone who volunteered to go to the five-day conference has been given the district's approval to attend. The increasing popularity of the conference is now requiring that building team leaders be given priority. Participants pay half of their conference expenses; the district covers the remaining half. McClelland believes this arrangement encourages participation and commitment to improving individual lifestyles.

The Seaside conferences provide the "fuel" or inspiration needed to keep the program going, says McClelland. Once the initial enthusiasm for a program wanes, a concentrated effort is needed to encourage participants to maintain their acquired good habits. She agrees with Wright, who in an article in *The Madras Pioneer* suggests that the "application of the wellness teams' zeal and enthusiasm comes through action plans that were developed at the conferences." The Madras plans have included a workshop for school people on stress management, promotion of nutritious diets and healthful snacks, encouragement of individual exercise programs, writing and distributing wellness information newsletters, and providing individual staff members with ways to assess their own health activities. These plans are presented to the school board soon after the conference.

Effective and positive role modeling, McClelland confirms, is of primary importance. In her presentation to the district's Board of Directors following the Seaside VIII Health Education Conference, she pointed out that "studies are showing that the most important factor influencing behavior is role models." In accordance with their action plan, members of the wellness team first develop a healthy lifestyle of their own, so that they can serve as positive role models to their students.

The Media's Role

The wellness teams have also decided to communicate their perspectives through an influential force with the young--the media. Although some segments of the media have begun to promote healthier lifestyles by suggesting beneficial alternatives to substance abuse, this trend in national media advertising is by no means universal. To that end, the wellness teams in Madras have solicited signatures for a petition to the President and the Congress of the United States to stop the marketing of alcohol on radio and television. Here, the intent is to get the media and

alcohol manufacturers to cease portraying excessive alcohol consumption as acceptable. For example, McClelland points to the ever-popular beer commercials portraying athletic figures consuming alcohol as if it were part of the "game." She notes that these stereotypes perpetuate unhealthy attitudes toward drinking and substance abuse.

Concerns for the Future

As with many innovative programs, perpetuating the spirit of change while consolidating past gains is a particular challenge. Rekindling enthusiasm and maintaining interest are essential for the realization of personal long-term health benefits. Financial reward is often used. For example, insurance policies that take into account wellness programs in determining premiums would provide additional incentive for those who remain unconvinced. Wright suggests wellness is a "feasible way of putting money back in your pocket for improving your health."

Right now, however, the Jefferson County School District is finding it difficult to give these monetary incentives in the form of rebates. One obstacle is the present state of many insurance companies. Many are going bankrupt, while other companies are reluctant to start offering this form of saving in the present economic climate. Another obstacle is that the choice of an insurance company is complicated by collective bargaining, as was pointed out in an earlier chapter. Given these obstacles, the board's primary concern is essentially choosing an adequate insurance company at the lowest price. At this time, unfortunately, many "adequate" insurance companies do not consider wellness rebates important.

Because there is a lack of monetary incentives, this program must constantly prove its relevance. McClelland notes that the program is particulary difficult to sustain because it operates "outside of the system," that is, without the support of formal structures within the school organization. Essentially, the success of this program must depend on charismatic leadership and the perceived positive impression of the program.

One incentive for employees to stay well is a feature of the state's retirement system. Unused sick days are noted and credited for higher retirement benefits. Both Wright and McClelland support this "vigorous attitude" toward wellness and hope that additional measures will be taken to promote wellness statewide.

Components of an Effective Wellness Program

Wright and McClelland agree that successful health promotion

programs usually have the following characteristics. First, they are totally voluntary, for coercion is counterproductive to the principles of wellness. Second, team members, as well as administrators, realize that change is slow. Unrealistic expectations can handicap a growing program. Third, implementation is at the grassroots level. Wright says he is particularly careful not to dampen enthusiasm by being too directive.

Fourth, all participants are sensitive to the needs of the individuals involved. Because personal lifestyles are influenced by these actions, care is taken in arriving at group goals and other collective decisions.

Respect for individual desires is maintained by providing choice within the program and within the activities. For example, instead of insisting on having just nutritious snacks, they can be made available in addition to the regular fare. If given a choice, people are more likely to accept new ideas as preferable alternatives.

Fifth, regular funding helps stabilize the program financially and demonstrates administrative commitment to wellness programs. Seventh, credibility--a somewhat intangible and yet vital quality--is very important to the program. Those involved want to know that this program does not contain "hidden agendas" and is going to be around permanently. Finally, successful programs encourage collegiality and a sense of sharing among staff members. Since there is no hierarchical differentiation between the people in the groups, these heterogeneous groupings allow people in the organization to know one another better, enhancing the work environment.

The Centennial Wellness Program

Located in eastern Portland, Centennial School District is a medium-size district serving approximately 4,808 students and employing 215 teachers and 20 administrators. The enthusiastic leadership of former staff member Cathy Dormaier was instrumental in setting up the district's wellness program with the support of Superintendent George Benson. In addition, the Seaside conferences started by Len Tritsch of the Oregon Department of Education provided a general blueprint for implementation. Benson; Carol Thornberry, district office secretary and team member; and Bob Steffen, head custodian and district team leader, offered the following observations about Centennial School District's Wellness Program.

The Centennial Wellness Program is in its third year. The program is an outgrowth of a district goal to identify areas of well being and to help children develop this sense. Recognized by the board as a top priority, the wellness program is supported with enthusiasm by the staff--especially by those who feel an "ownership" in the program. Although the staff's commitment to the program may be difficult to measure quantitatively, the well-attended monthly breakfast meetings at 6:30 a.m. give evidence of the wellness team's vital interest in making this program "work."

Integration with Curriculum

During the first two years, the wellness teams primarily focused on introducing the staff to wellness concepts and involving the community in their efforts. This year, Benson notes, they will begin to integrate more and more wellness ideas into the formal curriculum. Thornberry agrees with Benson's plan for spreading these ideas throughout the curriculum. She contends that "wellness should not be limited to the domain of P.E." but rather should become part of an integrated curriculum. A recent survey documents the amount of wellness instruction that students receive in classes other than P.E. (Appendix B). The lowest scores were in the high schools, where departmentalization predisposes teachers to teach solely in their assigned fields. Even with this obstacle, she believes that great strides are being made in the program. According to her survey, 64 percent of the

district's elementary students receive wellness instruction in addition to P.E.

For this wellness instruction to be a positive influence, Benson believes the staff themselves have to be good role models. Furthermore, he maintains that "wellness is an integral part of good teaching" and worthy of support in the classroom. Benson warns that it can be a mistake to move these programs into the classroom before the instructional staff has had time to become involved, plan, and evaluate an effective way of presenting these concepts to students. To this end, the district's Staff Development Committee has set aside part of teacher inservice day for wellness; the day after President's Day is usually devoted solely to this topic.

Program Composition and Planning

Like the Jefferson County School District program, the Centennial program has established at each building a wellness team composed of members from different occupations. One member from each building team is also on the district team; selected members then attend the Seaside conference to learn new information about wellness and help improve their particular programs. These district team members also formulate a district action plan at Seaside. Centennial School District's Action Plan gave a comprehensive direction to its wellness program last year (see Appendix C) and, yet, accounted for the need of individual building plans (see, for example, Centennial High School's Building Wellness Plan in Appendix D).

Fifteen district members attended Seaside last year and developed this action plan before leaving the conference. In addition, this conference allowed district members to modify the previous year's plan and add additional goals for the third year phase. The long range goal for the district's program includes further activities in implementation and teacher, classroom, and community involvement.

The Eaglefest Run: An Example of Community Involvement

The Eaglefest Run has become an annual fitness event, involving students, staff, and community members in the general wellness program. Started by Bob Steffen, head custodian, race director, and district team leader, the run is much more than an athletic competition. He believes that the Eaglefest Run helps promote wellness by stressing participation over performance. "Wellness is a complete lifestyle and a method of self-motivation....It stresses 'I am somebody'." The building team responsible for the highest percentage of participants receives a

"floating" trophy. According to Steffen, this award is a source of pride to the recipients.

On May 24, the Third Annual Eaglefest Run will be held. To widen the appeal of this run, there will be 1 mile, 3 mile, and 10K courses. Last year's attendance was approximately 300, and this year Steffen anticipates more participation from Centennial district parents and teachers. Cable television will again play an important role in promoting the race, and local radio announcer Don Wright from KEX will narrate the event. Steffen reports that local running clubs have been very helpful in providing good suggestions and promoting this race. Last year, local sponsors provided prizes and other support services to this effort.

His office adorned with entry numbers from past personal races, Steffen supports the district's efforts to encourage community participation in the schools' wellness programs. He observes that the benefits from this program are reaching the staff and that continued community support will help reinforce good role models for the students. As a second-year member of the wellness program, he attests to the importance of the Seaside conferences--they provide "great dynamics"--and believes that they should continue to play an important role in Centennial's wellness program.

Another example of community involvement is local cable television's promotion of wellness activities. District staff and students have developed cable television programs that share health activities happening throughout the state. One program features wheelchair square dancing that involves residents of a local retirement home and elementary students from one school.

The Administration's Role

Superintendent Benson asserts that administrative support of wellness programs is crucial to the program's success. Although much of the success of this program depends upon grassroots support, administrative support must be visible. For example, the school district allows employees involved in wellness activities 15-30 minutes of school time twice a week if they choose to participate in an exercise program or attend wellness activities. He stresses that wellness programs are not just for teachers, but for the entire staff.

As an administrator, Benson perceives his role as supporting the principals and making sure that resources are available to "keep this program an ongoing concern." Although he recognizes the need for continued support, he cautions that direct administrative involvement should be minimal: "Once a good person is put in charge of a wellness program, administrators should keep out of the way." Giving the staff "ownership" of the program can

help engender additional enthusiasm for the program.

Benson admits that school wellness efforts will not contribute significantly to students' health unless parents are convinced of the program's validity. For this reason, the district has made getting wellness into the homes a top priority. Of course this is not an easy task. First, teachers need exposure to wellness principles. Then, after they are comfortable with wellness, students are introduced to the concept. Only after these two groups are acquainted with this lifestyle does wellness in the home become possible.

Although improved benefits and lower rates from Blue Cross Insurance and Kaiser Medical Group have yet to be realized because their rates are based upon statewide calculations, positive contributions of this program are already beginning to appear. For example, the wellness program has provided incentive for an adult education program that includes stop smoking and stress management classes and an active drug and alcohol prevention program. This spring, Benson presented Centennial's wellness program as a model at the American Association of School Administrators Conference in San Francisco. Agreeing with several other administrators interviewed for this Bulletin, Benson believes that the Seaside conferences are a key to "regeneration" of the health promotion programs.

Suggestions for Starting a Wellness Program

Thornberry provided several considerations on starting and maintaining wellness programs. Because Centennial is involved in helping other districts, such as Parkrose School District, get started with their own programs, she believes that these suggestions have merit.

First, she encourages districts to send a group to Seaside, for it is essential to get a core group enthused about these wellness concepts and dispel prevalent myths about being healthy. Second, support groups at the district level are necessary to keep the core group (consisting of representatives from various schools) positive. These district level groups should meet regularly--at least once a month. Third, the core group should reach out to involve the staff by informing them about wellness activities. Fourth, classes should be offered within the district to provide opportunities for the staff to interact and learn about new developments in keeping healthy.

Fifth, after teachers feel at ease with the program, wellness principles should be integrated into the curriculum "to help students develop a healthy way of life." At Centennial, this positive attitude about health now has begun to reach into the community. Thornberry says she has noticed people in the commun-

ity asking to go to Seaside and participate; for example, the local water district has expressed an interest in the program. Sixth, she suggests that each district member should be on a team for at least two years. "The first year you are struggling, but by the second year you know what is going on." She argues that program continuity can best be maintained in this manner.

In this situation, sharing of ideas is essential. Thornberry cites a need for a wellness resource manual and idea file for teachers. Such a manual would help provide teachers with new ways of presenting sound wellness techniques. Because a resource manual is not available at this time, teachers must rely on their own sharing of ideas about wellness.

To implement successful wellness programs, it is essential for educators to review the growing amount of research on wellness and assess its relevance to the local district. In addition, school administrators should become familiar with the planning documents of other schools to avoid startup difficulties.

Centennial School District has published an informative collection of planning documents entitled "How to Organize a Wellness Program in Your School District or Business." (The overall plan of this work is included in Appendix E.) Other helpful sources about wellness programs are included in the References.

Conclusion

Wellness programs encourage employees to make personal commitments to lifestyle changes that will increase their productivity and generally improve their health. These programs typically also involve students by expanding the curriculum on principles of well being and reach out to the community through health awareness activities. In Oregon, the annual Seaside Health Education Conference has been instrumental in providing vision, motivation, and practical models for numerous school districts that have established wellness programs.

Two exemplary wellness programs are operated by Jefferson County School District in Madras and Centennial School District in Portland. In addition to participating at the Seaside conferences, these programs share several common elements, including positive motivation, health awareness campaigns, behavior change programs, and containment of insurance costs.

Because "wellness" is subjectively determined by each individual, the task of establishing useful quantitative measures to prove its effectiveness and worth is especially difficult. For this reason, results for this type of program are best supported on a case study basis. One method--the measurement of such variables as efficiency or output--would have limited relevance in education. Studies measuring student reduction in poor health habits and chemical abuses would be helpful, but are, for now, not available to offer conclusive proof. It is hard to dispute, however, that wellness programs do generate interest and enthusiasm for being well. Those interviewed for this Bulletin spoke with great enthusiasm about their programs and, without exception, hoped to continue these worthwhile efforts.

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Interviews

George Benson, superintendent, Centennial School District, Portland, Oregon. Interview, January 30, 1986.

Chris Hart, director of Self-Health, Greater Oregon Health Company, Grants Pass, Oregon. Telephone interview, January 31, 1986.

Lyle Jarvis, principal, Sweet Home High School, Sweet Home School District, Sweet Home, Oregon. Telephone interview, January 29, 1986.

Suzanne Kutsch, wellness, drugs and alcohol awareness and employee assistance coordinator in Lincoln County. Telephone interview, January 31, 1986.

Carol McClelland, health education teacher, Madras Junior High School, Jefferson County School District, Madras, Oregon, Interview, January 14, 1986.

Jack Rawls, administrative assistant to the superintendent, Josephine County Unit, Grants Pass, Oregon. Telephone interview, February 29, 1986.

Bob Steffen, head custodian and district team member, Lynch Meadows School, Centennial School District, Portland, Oregon. Interview, January 30, 1986.

Carol Thornberry, district office secretary and building team member, Centennial School District, Portland, Oregon. Interview, January 30, 1986.

Len Tritsch, specialist in health and physical education, Oregon Department of Education, Salem, Oregon. Telephone interview, January 29, 1986.

Darrell Wright, superintendent, Jefferson School District, Madras, Oregon. Interview, January 14, 1986.

JEFFERSON COUNTY'S

BUILDING TEAM PLAN FOR WELLNESS

Building:_____

Team Leader:_____

SITUATION STATEMENT (situation as it now exists):

_____

_____

_____

_____

GOALS:

_____

_____

_____

_____

POSITIVE FORCES (Helping to Accomplish Goals)	NEGATIVE FORCES (Hindering Accomplishment of Goals)

(over)

It is strongly recommended that the following activites be included in your building plan:

A report be made to your staff on your building plan, and use their ideas to strengthen and implement your plan.

You include activities in the areas of physical fitness, stress management, nutrition and environmental sensitivity.

You indicate action to use wellness resources (building, district and community-wide).

SPECIFIC ACTION(S) TO BE TAKEN:

WHO	WILL DO WHAT (TASKS) Must be written in measurable terms	ANTICIPATED COMPLETION DATE	COMPLETION DATE

TEAM MEMBERS SIGNATURES:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Building Principal Signature: _____

It is recommended that you make copies of this building plan for your team members and principal. The team leader is responsible for coordinating building team meetings.

APPENDIX B

CENTENNIAL SCHOOL DISTRICT
Office of Wellness Team Leader

January 6, 1986

MEMORANDUM

TO: Building Principals
FROM: Bob Steffen
SUBJECT: RESULTS OF WELLNESS QUESTIONNAIRE

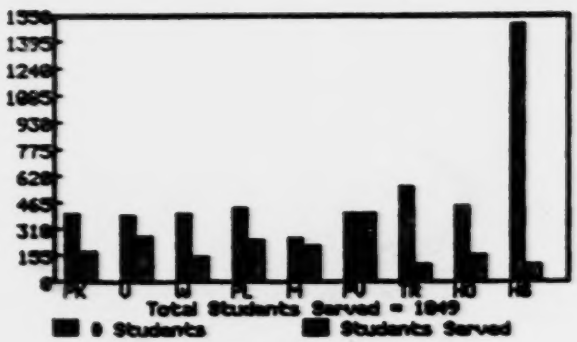
Please convey appreciation to your staff for those who responded to the Wellness Questionnaire they received in November. Results are attached.

I am pleased to report that 64% of our elementary students (1471 total elem) are receiving Wellness activities in the classroom, with 61 individual classrooms receiving services beyond their PE classes. Pleasant Valley is to be commended for serving 100% of their students, with Lynch Meadows falling close behind with 86%. The figures reported for the middle schools and high school may not be completely valid because of the classes being departmentalized, and the students receiving the majority of Wellness activities in PE classes (PE classes were not calculated in the results).

The type of Wellness activities being taught are nutrition awareness, drug/alcohol awareness, aerobics, and walking/jogging programs. Students are receiving services an avg. of 3/days/week, 25/min/session.

A variety of video tapes are being used, and teachers should be aware that, if tapes are not available in their own building, Wellness tapes are available at the Resource Center. The Wellness team will continue to add to the Resource Center library of tapes. If you or your teachers have suggestions of tapes to purchase, let your building team leader know.

STUDENTS RECEIVING WELLNESS ACTIVITIES



The district Wellness team would like to thank every individual who spends this valuable time with their students. Centennial School District has set a precedence by taking Wellness activities into the classrooms, and our students will certainly benefit from this effort.

cft
c: Dr. Benson
Kathy Canfield
Cabinet
Duane Brady
Team Leaders

30

Wellness Activities Questionnaire Results
November 1985

Building	Responses	Students # Served	Students % Served	Days/wk	Time	Type of Activity: Aerobics	Walking	Jogging	Dancing	Nutrition	Drugs/AI	Other	Videos Used
Park	75%	184	46%	2	25	1	-	-	1	6	6	Perceptual Skills Stress Management Gross Motor Stretching	Rhythmically Phyllis Weikart
View	93%	275	70%	3	25	1	4	4	1	11	9	Continuous Movement	Slim Goodbody Calling All Safety Scouts
Wood	50%	145	36%	3	25	2	1	1	1	6	2	Hap Palmer Records	Mulligan Stew
Plaza	76%	248	56%	3	25	1	2	1	1	9	6	Relaxation Stress Reduction	Muscle Relaxation Visualization Mousercise
Meadows	100%	219	86%	3	25	2	1	1	1	7	6		ESD Tapes
Pl Valley	100%	400	100%	2	25	2	1	-	1	14	12	Relaxation Body Systems Games Stress Health book	Slim Goodbody All About You Inside Out Calling All Safety Scouts
Terrace	10%	109	19%	5	15	-	1	-	-	3	3	Hotline Newsletter	Nutrition Filmstrips
Oliver	38%	164	36%	4	28	4	3	3	1	3	5	Relaxation Stress Management Deep breathing	
High School	8%	105	7%	5	40	5	4	5	-	3	-	Weights, Strength Bowling Swimming	Jane Fonda Work It Out Covert Bailey

Responses do not consider students receiving Wellness activities in PE classes

CENTENNIAL SCHOOL DISTRICT ACTION PLAN
1985/86

Presented by Bob Steffen and the Seaside '85 Team

Goals

1. Continue phase one of the 1983/84 Seaside Wellness Action Plan.
2. Continue to include wellness in the student curriculum for 85/86.
3. Continue teacher training programs in the areas of blood pressure measurement, target heart rate estimate, blood cholesterol measurement and glucose testing.
4. Provide testing (criterion reference) for grades 5, 8 and 11 in the curricular areas of drug/alcohol education, nutrition, physical fitness, stress management and personal committment.
5. Begin phase three of the Seaside '83/84 Action Plan and involve the community in wellness activities.

Activities Outline for 1985/86

June

1. Recommend the following to the K-12 Health Education Curriculum workshop:
   a. Incorporate drug/alcohol education and intervention programs in grades 4-12
   b. Develop health communication class using high school students to teach elementary and middle school students refusal skills, drug/alcohol education, nutrition, coping with divorce, bodysystems, fitness and other important health concepts
   c. Development of a criterion reference testing program as mentioned in goal #4 (Dennis Pritchard)

July-August

1. Send notice to school board for presentation of Action Plan during a Sept. meeting
2. Hold district Wellness team meeting in August to designate annual tasks
3. Develop a video taping monthly schedule for surrounding school districts so each can prepare video tapings for east county cable TV (Dale Moulton)
4. Guest speakers recommended for in-service presentations

September

1. Select building Wellness teams and develop building Plans of Action (Sept.19)
2. Present Action Plan to Staff Development Committee, Principals' Council and Superintendent Advisory Council (Bob Steffen and Delina Carpenter)
3. Begin organization for teacher training programs
4. Hold monthly Wellness team meeting
5. Sign up for Wellness Education class (Delina Carpenter and Kathy Martin)
6. Seaside report to district personnel
7. Develop aerobic and/or walking/jogging classes for students, teachers and parents (Paul Zanobelli)
8. Promote and organize impedence testing for all staff (Susie Murphy)

October

1. Wellness class
2. Select teacher training method, dates and presentors (Delina Carpenter and Kathy Martin)
3. Hold monthly Wellness team meeting
4. Begin Eaglefest planning for implementation on May 10

November

1. Hold a districtwide Wellness team meeting
2. Administer Criterion-Referenced tests to grades 5, 8 and 11 (Dennis Pritchard)
3. Continue planning for teacher training programs

November cont.

4. Wellness class begins
5. Hold Wellness team meeting
6. Implement drug/alcohol curriculum training for teachers and students (Lorry Sellers)

December

1. Publish first semester newsletter (Carol Thornberry)
2. Complete Wellness class

January

1. Hold district and building Wellness team meetings
2. Plan for February in-service
   a. Plan meal (Anne Furgurson and Dolores Engstrom)
   b. Wellness team skit (Diane Kemp)
   c. Video (Dale Moulton)
   d. District song (Gerütha Favorel and Diane Kemp)
3. Begin advanced Wellness class sign-up
4. Publicize Wellness activities and promote community involvement

February

1. Hold fund raiser (T-Shirt promotion, etc.)
2. Wellness team in-service (Anne Furgurson, Diane Kemp and Gerutha Favorel)
3. Plan and promote a districtwide hiking program (Lynch Terrace)
4. Develop and distribute a listing of Oregon's most spectacular hikes
5. Continue drug/alcohol curriculum training (Lorry Sellers)

March

1. Hold monthly Wellness team meeting
2. Develop criteria for selecting the '86 Seaside Team
3. Continue to promote Wellness activities throughout the community
4. Develop a Community Health Fair using high school as pilot school (Dennis Pritchard and Anne Furgurson)
5. Develop a clogging/square dancing program for April (Tom Simdars and Bob Chiodo)

April

1. Administer Criterion-Referenced tests to grades 5, 8 and 11 (Dennis Pritchard)
2. Select '86 Wellness team
3. Hold monthly Wellness team meeting
4. Second advanced Wellness class
5. Community Health Fair
6. Community and staff clogging/square dancing classes

May

1. Monthly Wellness team meeting
2. Evaluation of Wellness class and Wellness program for the past three years
3. Promote Wellness classes and community involvement for 1986/87
4. Wellness program participation survey of students and district personnel
5. Eaglefest - May 10 (Bob Steffen)

June - SEASIDE '86

Monthly Activities

- Building Wellness team meetings once a month
- Activities' calendars posted in each building and shared with other buildings
- Newsletter items submitted by building teams
- Charting and graphing encouraged for each individual and building

The team suggests that the district investigate a WELL-Check medical plan for all staf (monetary rebates for staying healthy)

C.H.S. Building Wellness Plan

Those certified staff members who wish to participate in the Building Wellness Program must submit an individual Wellness Plan form to the Building Wellness Committee for approval.

Upon approval of the Building Wellness Committee, the plan will be submitted to the Building Principal for approval.

The Building Wellness Plan must include an exercise or activity planned for at least four days during each one week period.

Planned exercise may be done between the hours of 2:30 to 3:15 p.m. or 6:45 a.m. and 7:30 a.m. on school days that do not have required meetings (i.e. Faculty meetings) scheduled during the planned exercise time.

The Building Wellness Team recommends exercise or activity to be done at least twice each school week. Staff members may not use school exercise time more than twice a week.

Goal:

Each individual Wellness Plan will promote a positive attitude toward personal health with emphasis on nutritional awareness, physical fitness, self-responsibility, environmental sensitivity, and stress awareness management.

Individual Plans should include:

1. One overall goal (above).
2. Three personal goals.
3. A timeline that indicates days when school time may be used for exercise or activity.

Wellness Information

1. The emphasis of Wellness program is on positive outcome.
2. All interested staff members have the opportunity to participate in the program.
3. Involvement in wellness activities is strictly a voluntary act.
4. Building plans and activities must be approved by the building principal and the Building Wellness Team.

COMMENTS: _____

_____

_____

Sincerely,

Bob and Dennis

INDIVIDUAL WELLNESS PLAN FOR: _____ DATE: _____

Personal Goals:

1. A Wellness Plan will promote a positive attitude toward personal health with emphasis on nutritional awareness, physical fitness, self-responsibility, environmental sensitivity, and stress awareness management.
2. _____
3. _____

WELLNESS PROGRAM OUTLINE

Weigh-in _____ (optional)

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Weigh-in _____ (optional)

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Weigh-in _____ (optional)

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

APPROVED: _____ SIGNED: _____
Bldg. Wellness Team — Wellness Individual

APPROVED: _____ DATE: _____
Bldg. Principal

1/6/84

Types of activities and exercises that may be included in the Building Wellness Program are listed below. Some of these will be available with instruction, others will not require instructors.

As the building fitness/wellness program develops and seasons change, the programs and activities available will vary.

Some possible activities:

Lap Swimming
Tennis
Jogging indoors and outside
weight room
basketball
volleyball
aerobics
racquetball
stress management classes
wellness classes
nutrition classes
Physical testing
square dancing
weight loss classes
badminton
bowling
instruction exercises
bike riding

APPENDIX E

CENTENNIAL SCHOOL DISTRICT

CHECKLIST FOR DEVELOPING A WELLNESS PROGRAM IN YOUR SCHOOL DISTRICT OR BUSINESS

JUNE-

1. Send a district Wellness team to the Seaside Health Conference.
*2. Develop a district action plan for the year.

SEPT.-JUNE

1. Hold monthly district team meetings.

SEPT.-

1. Present the action plan to the management team (Board of Directors, principals, etc.) and get their support.

OCT. & NOV.

1. Present the concept of Wellness to the staff in small groups via a video, slide presentation, or handouts.
2. Brainstrom ideas at the building level for nutrition, fitness and stress management activities.

NOV. & DEC.

*1. Set up on-site Wellness Class.

DEC.-JUNE

*1. Give out monthly Wellness Checks.

DEC.

1. Organize pre-test fitness testing. (Possibly get the team trained by Don Hall to administer the fitness tests.)

JAN.

*1. Develop building Wellness teams and building plans. (Be sure to involve the principals.)
2. Set up a District Aerobics class.

FEB.

*1. District-wide Inservice on Wellness.
*2. Develop Employee Emergency Cards.
*3. Have a Wellness T-shirt sale.

JAN. - MAR.

*1. Run Beginning Wellness Class.

MAR.

1. Report on successes and activities to the management team.

APR.

*1. Organize a Smoking Cessation Class.

MAY -

*1. Organize group blood tests.
*2. Have a district-wide walk/run. (Be sure to target community and students.)
3. Do post-test fitness testing.

SECOND YEAR ACTIVITIES

1. Continue Beginning Wellness Class and Building Plans.
2. Develop slide show or video on accomplishments.
*3. Organize Advanced Wellness Class.
4. Organize Stress Management Class.
*5. Organize Weight Loss Class.
*6. Organize Impedance Testing.
*7. Obtain group rate for staff at local health club.
8. Develop Quarterly Wellness newsletter.

FUTURE IDEAS

1. Develop Wellness Classes for students.
2. Investigate Employee Assistance Programs.
3. Implement "Please Pass the Nutrition" in grades k-5.
4. Purchase fitness equipment and blood pressure kits for staff.
5. Implement Health Fairs and community activities.

* Denotes informational handout enclosed.

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